

5440-15 Social Studies

The holder is authorized to teach history and the social sciences in grades 7-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of historical and social science content, concepts, and skills delineated in current national professional standards¹ and in *Vermont's Framework of Standards and Learning Opportunities* including:

Methods of historical and social science investigation and analysis, including criteria for critical evaluation of evidence and data, and use of primary sources and varied perspectives to interpret historical events and analyze public issues

The development of students' historical thinking, including common misconceptions in the historical thinking of students

History – Multiple perspectives on significant eras, developments, and turning points in ancient and modern history; causes and effects in human society; forces of historical and cultural continuity and change

Cultural Geography – An understanding of the world in spatial terms, the physical and human characteristics of places and regions, human systems, the interaction of environment and society

Diversity, Unity, Identity, and Interdependence – Culture, including cultural identity, expressions, and universals; the origins of conflict; consequences of discrimination, stereotyping, and prejudice on individuals and groups

Citizenship – Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of the concepts of equality, justice, freedom, human, and civil rights

Economics – Forms of economic systems; consequences of economic systems on people and environments; government role in economic policy; concept of economic interdependence; principles of micro and macro economics

Performance Standards:

Implements a history and social sciences curriculum that integrates historical and social science content, concepts, and inquiry skills, and enables students to view and analyze communities, societies and/or cultures, and events as apprentice historians and social scientists, to interpret social issues, and to participate purposefully toward the common good in society. Specifically, the educator:

Chooses developmentally appropriate activities to teach historical/social science concepts and processes

5440-15 Social Studies (Cont'd)

Models how historians, geographers, and other social scientists view, analyze, and interpret the world

Provides opportunities for students to examine and interpret historical and contemporary events and issues through active learning strategies such as research, role-play, debate, and discussion

Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local resources

Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources of all types, identify webs of cause and effect, and differentiate among fact, opinion, and interpretation

Provides opportunities for students to use historical, geographical, and social science research methods, tools, and technologies

Teaches students how to read and understand historical narratives, issue analyses, and persuasive essays, and how to write well-crafted pieces in these genres, including preparing portfolio pieces

Models respect for students' diverse opinions and backgrounds in all classroom interactions, and teaches students how to engage in civil discussions about controversial issues

Additional Requirements:

A major in history, political science, economics, or geography, or the equivalent in undergraduate and/or graduate coursework. (Coursework in cultural anthropology and non-Western area studies may be counted toward geography.)

A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in science, social studies, math, or English.

¹ e.g., *National Standards for History* (1996, National Center for History in the Schools), *Curriculum Standards for Social Studies* (1994, National Council for the Social Studies), *Geography for Life* (1994, National Geographic Research & Exploration)